

131576
.T72
Copy 2

KEY FOR
COMPLETION-TEST
LANGUAGE SCALES

By M. R. TRABUE

ASSISTANT PROFESSOR OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

PUBLISHED BY
Teachers College, Columbia University
NEW YORK CITY
1919

✓ KEY FOR
COMPLETION-TEST
LANGUAGE SCALES

BY M. R. TRABUE ✓
11
ASSISTANT PROFESSOR OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

PUBLISHED BY
Teachers College, Columbia University
NEW YORK CITY
1919

Copy 2

LB1576
T72
Copy 2

Copyright, 1919, by
TEACHERS COLLEGE, COLUMBIA UNIVERSITY ✓

NOV 28 1919 ✓

Re
corded

©CLA536750

PREFACE

The separate publication of a Key for the Completion-Test Language Scales is the result of a combination of circumstances, involving the exhaustion of the first edition of the monograph and the lack of opportunity for rewriting it while in military service. Anyone who wishes to make extensive use of the language scales for the first time will undoubtedly feel the inadequacy of the Key, which is published chiefly to provide the basis for scoring the sentences.

A simplified text showing the derivation of the scales will be provided as soon as my return to civil life and peaceful thoughts permit.

M. R. TRABUE,
Captain, A. G. D., U. S. A.

WASHINGTON, D. C.
November, 1918

CONTENTS

	PAGE
Directions for Administering Tests	5
Scheme for Scoring Sentences	10
<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="flex: 1;"> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> Language Scale B Language Scale C Language Scale D Language Scale E Language Scale F </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>For Elementary School and High School</div> </div> <div style="margin-left: 10px;"> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> Language Scale I Language Scale K Language Scale L Language Scale M </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>For High School and Adults</div> </div> </div> </div> </div>	<div style="display: flex; align-items: center; justify-content: flex-end;"> <div style="margin-right: 10px;"> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> Language Scale B Language Scale C Language Scale D Language Scale E Language Scale F </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>For Elementary School and High School</div> </div> <div style="margin-left: 10px;"> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> Language Scale I Language Scale K Language Scale L Language Scale M </div> <div style="font-size: 3em; margin-right: 10px;">}</div> <div>For High School and Adults</div> </div> </div> </div> </div>
Other sentences used in original study	43
Sentences Alpha 7 and Beta 33	54
Calculation of Median Score in Language Scales	55
Standard Scores on Language Scales	57
Kelley's Arrangement for Individual Testing	59
Difficulty of Each Sentence	70

KEY FOR COMPLETION-TEST LANGUAGE SCALES

I. DIRECTIONS FOR ADMINISTERING TESTS

If the class to be tested is a fourth grade class or higher, oral explanations will be sufficient. Below the fourth grade it will be necessary to distribute to each pupil the following practice sheet,* before allowing any pupil to see the scale with which he is to be measured.

Practice Sheet

Two and two are
A boy is little, but a man is
Girls and boys can run play.
The boy has book.

After passing one of these practice sheets to each child, make the following general explanations:

I want to see if you can read what is printed on the little sheet of paper, and whether you can guess what words have been left out. Each little dotted line shows where a word was left out. If you can guess what word ought to be there, write it on the dotted line. Write just one word on each blank. Make each line say something.

After making the above explanation, the teacher and the examiner should give assistance to any child who does not understand, seeing that each child learns what is expected.

After the examiner is confident that each child has the correct idea of how to proceed, a copy of the scale to be used should be held up in full view of the entire class and the statement made that "This page is very much like the little sheet on which you have just been working, except that the last sentences on this sheet are very much harder." From this point the procedure is practically the same as that for the higher grades.

In the fourth grade or above, or after the preliminary practice just described has been completed in a lower grade, the following oral explanation of the scale to be used should be made before distributing any papers:

This sheet contains some incomplete sentences,—sentences in which some of the words were left out. There is a blank in each place where a word should

* Practice sheets may be purchased with the Language Scales from the Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

be written. You are to write one word on each blank, in each case writing the word which makes the most sensible statement.

You will have just seven minutes in which to sign your name and age at the top of the page and write the words that are missing. The papers will be passed to you with the face downward. Do not turn them over until I tell you to. After I tell you to start, remember that you are to write just *one* word on each blank and that your score depends on the number of perfect sentences you have at the end of seven minutes.

If there are no questions, the papers may then be distributed, care being taken that no child looks at the printed side until there is a paper upon the desk of each child and the following additional instructions have been given:

After you have been working seven minutes, I shall say, "The time is up. All stop writing!" You will all please stop at once and lay aside your pens (or pencils). Now if you are all ready, you may turn your papers, sign your names, put down your ages and your grade, and fill the blanks. Go.

Take note of the exact time at which the signal to start was given, allow exactly seven minutes, and give the command to stop writing. Collect all papers at once. It is very important that exactly seven minutes be allowed. A stop watch is the most satisfactory means of keeping the time on a test of this sort.

Grade each paper according to the scheme shown in Section 2 of this pamphlet, and make a record of the total number of points obtained by each child. Tabulate the scores, and calculate the median for the class and the range of scores required for the middle 50 per cent of the class, following the directions given in Section 3 of this pamphlet.

Write only one word on each blank

Time Limit: Seven minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE B

1. We like good boys girls.
2. The is barking at the cat.
3. The stars and the will shine tonight.
4. Time often more valuable money.
5. The poor baby as if it were sick.
6. She if she will.
7. Brothers and sisters always to help other
and should quarrel.
8. weather usually a good effect one's spirits.
9. It is very annoying to tooth-ache, often
comes at the most time imaginable.
10. To friends is always the it takes.

Write only one word on each blank

Time Limit: Seven minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE C

1. The sky blue.
2. Men older than boys.
3. Good boys kind their sisters.
4. The girl fell and her head.
5. The rises the morning and at night.
6. The boy who hard do well.
7. Men more to do heavy work women.
8. The sun is so that one can not directly causing great discomfort to the eyes.
9. The knowledge of use fire is of important things known by but unknown animals.
10. One ought to great care to the right of for one who bad habits it to get away from them.

Write only one word on each blank

Time Limit: Seven minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE D

1. We are going school.
2. I to school each day.
3. The plays her dolls all day.
4. The rude child does not many friends.
5. Hard makes tired.
6. It is good to hear voice friend.
7. The happiest and contented man is the one lives a busy and useful
8. The best advice usually obtained one's parents.
9. things are satisfying to an ordinary than congenial friends.
10. a rule one association friends.

NOTE: These Language Scales—B, C, D, E, F, J, K, L, M—may be purchased from the Bureau of Publications, Teachers College. Scales B, C, D, E, F are used for elementary-school and high-school groups; Scales J, K, L, M, for high-school and adult groups.

Write only one word on each blank

Time Limit: Seven minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE E

1. I see you. Can you see
2. Ice is cold, but fire is
3. The kind lady the poor man a dollar.
4. The best to sleep is at night.
5. Children should many lessons from parents.
6. The child the river was drowned.
7. It is a task to be kind to every beggar for money.
8. Worry never improved a situation but has made conditions
9. When one feels drowsy and, it happens that he is to fix his attention very successfully anything.
10. In order clearly at it is to artificial

Write only one word on each blank

Time Limit: Seven minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE F

1. I like to go to
2. Women older than girls.
3. The bird a song every morning.
4. When the grows older he be a man.
5. Children to pick
6. All animals shelter during a
7. The of your and mother is your brother.
8. When two persons about which neither understands, they almost to disagree.
9. want are often caused by
10. The least difficult are by no always the most, are the tasks the most disagreeable.

Write only one word on each blank

Time Limit: Five minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE J

1. Boys and soon become and women.
2. The are often more contented the rich.
3. The rose is a favorite because of fragrance and.....
4. It is very..... to become acquainted persons who
..... timid.
5. Extremely old sometimes almost as care as
.....
6. One's in life upon so factors it is
not to state any single for failure.
7. The future of the stars and the facts of history are
..... now once for all, I like them not.

Write only one word on each blank

Time Limit: Five minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE K

1. The boy will his hand if plays with fire.
2. Hot weather comes in the and weather the
winter.
3. The poor little has nothing to ; he is hungry.
4. Very few people how to spend time and to the best
advantage.
5. One not, as a , attention uninter-
esting things.
6. To eat one is is a pleasure.
7. they us not, nature's are
and unchangeable.

Write only one word on each blank

Time Limit: Five minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE L

1. Children are rude not easily win friends.
2. Plenty exercise and air healthy and
girls.
3. In to maintain health, one should have nourishing
..... ;
4. happiness can not be with money.
5. One's do always express his thoughts.
6. To to wait, after having to go ,
very annoying.
7. It is sometimes to between two of action.
8. One can do his at one while of
another.

Write only one word on each blank

Time Limit: Five minutes

Name

Grade

Age (on last birthday)

LANGUAGE SCALE M

1. One can not foretell will happen in the
2. The dog a useful because his intelligence and faithfulness.
3. Many people their health because do not the of hygiene.
4. Nothing can one's happiness effectively than a guilty
5. To many things ever finishing any of them a habit.
6. The seems and dreary a discouraged
7. that are to one by an friend should be pardoned readily than injuries done by one is not angry.
8. It is that a full-grown man should a ghost he is

2. SCHEME FOR SCORING SENTENCES

The question of what should be called correct and what should be called incorrect in scoring the sentences as completed is a question upon which a great deal of time and worry may be spent. The important thing about scoring the sentences, however, is not that the scheme used shall be absolutely perfect, but that the scheme used shall be used consistently.

These sentences might be used to measure a great variety of qualities in the individual completing them. For example, we might score altogether according to the correctness of the grammatical forms used. On the other hand, we might ignore grammar and make these sentences test the child's understanding, scoring according to the child's grasp of the ideas suggested by the printed words. We might score according to the judgment shown or the truthfulness of the child's statements in the sentences as completed. Again, it might be possible to use these sentences as tests of memory for phrases, of richness of associations, of unity and clearness of expression, of aptness in the choice of words, of imagination, or of other characteristics.

The scheme that has actually been used has not been any particular one of the above possibilities, but simply a general combination of all of them. In some cases one element may have predominated in causing a decision, and in other cases another

element. No one needs to follow the scheme shown below if he finds it wrong, for it is only given in order that it may be perfectly clear just which combinations were allowed and which were not allowed in this study. The important things for one to do are to be sure that he is making no great errors in judgment, to be consistent, and to report just how he did score each sentence. The writer suggests that the detailed scheme shown on the following pages be used as it stands in so far as possible, in order to secure uniformity and comparability.¹

The following general scheme has been the basis upon which the more detailed judgments have been based:

GENERAL SCHEME

Score 2

A score of 2 points is to be given each sentence completed perfectly. Errors in spelling, capitalization, and punctuation should not be allowed to affect the score.

Score 1

A score of 1 is to be given each sentence completed with only a slight imperfection. A poorly chosen word or a common grammatical error, which makes the sentence less than perfect and yet leaves it with reasonably good sense, should serve to reduce the score from 2 to 1.

Score 0

A score of 0 is to be given if the sentence as completed has its sense or construction badly distorted. A sentence must have reasonably good meaning and express a sentiment which might honestly be held by an intelligent person in order to receive a higher credit than zero.

¹ With the preliminary series, 5 points were given for perfect, 4 for slightly less than perfect, 3 for still less, etc. The present scheme (2-1-0) is practically the same as though the lower end of the older scheme (4-5-3-2-1-0) had been omitted, using 2 in place of 5, 1 in place of 4, and 0 in place of 3, 2, 1 and 0. With 40 pupils in each grade, the correlation between the relative difficulty of the preliminary-list sentences in the 6A grade and their relative difficulty in the 8B grade was .965 by the 5-0 method, .962 by the 2-0 method now used, and .958 if everything now scored 2 and 1 were called "right," and everything else "wrong."

DETAILED SCHEME

In those sentences having only one blank to be filled, any word appearing under the heading *Score 2* was considered entirely satisfactory as a completion of the sentence. Those words appearing under the heading *Score 1* were given half credit—a score of 1—while the words appearing under *Score 0* were given a score of 0. The score of each sentence should be written on the test paper just under or at the end of the sentence.¹

¹ In those sentences where more than one blank appears, each blank is designated by a letter, and the words which fit the blank are listed after the same letter in a column appearing below the sentence. Where two or three lists of words fit the same blank, each such list requiring a specific group of words in a subsequent blank is given a distinguishing number. To indicate then that full credit is to be allowed if any one of the words of group A1 in the first blank is followed by any word of group B4 in the second blank and any word of group C2 in the third blank, the following notation appears under the italicized direction to *Score 2*:

A1 B4 C2

This device of allowing a capital letter with a numeral to represent an entire list of words obviates the necessity of repeating an entire list of words for each combination in which the list may be used.

The lists given in the following pages are not exhaustive, but they are suggestive of the way the scoring has been done. In many cases a different tense of the same word has not been recorded. Anyone who uses these scales will be called on constantly to make judgments upon new combinations, although the samples furnished under each sentence are varied enough to indicate by comparison about what value should be assigned to any particular new combination.

LANGUAGE SCALE B

1. We like good boys girls.

Score 2

and, an

Score 1

or, not, and good, also

Score 0

for, with, said the, and the

2. The is barking at the cat.

Score 2

dog, hound, pup

Score 1

dogs, boy

Score 0

man, cat, god

3. The stars and the will shine tonight.

Score 2

moon

Score 1

light, planets, lights

Score 0

dipper, stripes, clouds, city, sky, sun

4. TimeA..... often more valuableB..... money.

Score 2

A: is, was B: than*

Score 1

A: seems, becomes B: than

Score 0

A: are B: than

A: is B: with

5. The poor babyA..... as if it wereB..... sick.

A1: cries, cried, acts, acted, lies, lay, looks, looked

A2: suffers, suffered, appears, moans, sighs, lays, feels, behaves, was crying, groans

B1: very, getting, quite, extremely

B2: feeling, nearly, dangerously, rather, almost, real, awfully, terribly, pretty, half, home, sea, bad, about, often, so

Score 2

A1 B1

Score 1

A2 B1

A1 B2

Score 0

A1 B: not

A: was B1

6. She if she will.

Score 2

can, may

Score 1

will, may go, can do well

Score 0

does, works, goes, has, is, could, knows, might, plays, is good, can't

7. Brothers and sistersA..... alwaysB..... to helpC
..... other and shouldD..... quarrel.

A1: should

B1: try, strive, offer, seek, agree, endeavor, learn, aim, attempt, want

B2: consent, like, go, work, love, be ready, come, have, wish

B3: expected, able, supposed, told, glad, happy, willing, eager, ready, bade,
careful, good, apt, trying, together, best, needed

C1: each

D1: not, never

Score 2

A1 B1 C1 D1

Score 1

A: must B1 C1 D1

A1 B2 C1 D1

A: are B3 C1 D1

A1 B1 C: the, an, one, one an D1

A: nearly B: have C1 D1

A: ought B: to try C1 D1

A: most B1 C1 D1

Score 0

A1 B1 C: out, along, some D1

A: can B: go C: one D1

A: are B: ready C: one D1

8.A..... weather usuallyB..... a good effectC.....
one's spirits.

A1: Cold, Pleasant, Balmy, Frosty, Winter, Bright, Clear, Spring, Fair,
Cool, Mild, Warm, Autumn, Beautiful

A2: Summer, Good, Fine, Nice, The, Hot, Sunny, Calm, Rainy, Temperate,
This, Such, Damp, Windy

B1: has

C1: on, upon

Score 2

A1 B1 C1

Score 1

A1 B: had C1

A2 B1 C1

A1 B: takes, produces C1

Score 0

A1, Summer, Damp, Bad B1, is C: to, in

A1 B: makes, shows C1

A1 B: gives C: to

A: Bad B1 C1

9. It is very annoying toA.....B..... toothache,C
 often comes at the mostD..... time imaginable.

A1: have

A2: suffer

B1: a, the

C1: which

D1: trying, unexpected, absurd, inconvenient, embarrassing, annoying, un-
 welcome, unusual, distressing, extraordinary, disagreeable, inopportu-
 tune, undesirable, unfortunate, unsuitable, unreasonable, objectionable

D2: horrid, awkward, terrible, critical, unpleasant, busy, strange, important,
 unthinkable, peculiar, unlucky, harmful, valuable, strange, unlikely,
 unsatisfactory, unprepared, uncertain, awful, queer

D3: unknown, pleasant, happy, joyful, worst, sudden

Score 2

A1 B1 C1 D1

A2 B: from, with C1 D1

Score 1

A2, get, feel, bear B1 C1 D1

A1 B1 C1 D2

A2 B: from C1 D2

A1 B1 C: for it, as it, and it, that, it D1

Score 0

A1 B1 C: and D1

A1 B1 C1 D3

10. ToA..... friends is alwaysB..... theC..... it takes.

A1: have, make, win, gain, be, help, keep

A2: see, satisfy, meet, greet, know, please, find, treat, visit, entertain,
 possess, obtain

B1: worth

C1: time, effort, trouble

C2: endeavor, energy, pains, patience, work

Score 2

A1 B1 C1

Score 1

A2 B1 C1

A1 B1 C2

Score 0

A1 B: for, worthy of C1

A: win B: better C: longer

A: our B: given C: best

LANGUAGE SCALE C

1. The sky blue.

Score 2

is, was, became, turned, looks, appears, seems

Score 1

got, is very, is not, has

Score 0

are, light, very, dark

2. Men older than boys.

Score 2

are, act, look, appear, seem

Score 1

grow, were, is

Score 0

be, see

3. Good boysA..... kindB..... their sisters.

A1: are

A2: were, must be, should be, will be, act, is

B1: to

B2: with, toward, like, also, and

Score 2

A1 B1

Score 1

A2 B1

A1 B2

A: and B: love

A: think B: of

A: do B: things for

A: say B: words to

Score 0

A1 B: for, as, by

4. The girl fell and her head.

Score 2

hurt, injured, bruised, cut, hit, struck, bumped

Score 1

knocked, came down on, crushed, fractured, broke

Score 0

split, busted, on, bunked

5. TheA..... risesB..... the morning andC..... at night.

A1: sun

B1: in, during

C1: sets, sinks, disappears

C2: falls

C3: goes, leaves, lowers, sits, moon, never, goes down, set, not, descends, drops, dies, the moon, fades

Score 2

A1 B1 C1

Score 1

A: temperature B1 C2

A: boy, bird B1 C: sleeps, rests

A: tide B1 C2, also

A1 B1 C3

Score 0

A1 B1 C: sometimes

A1 B: every C1

6. The boy who A hard B do well.

A1: works, tries, studies, thinks

A2: worked, tried, studied, thought

A3: plays, hits, work, try

B1: will

B2: can, may, does, shall, should, could, must, did

Score 2

A1 B1

Score 1

A1 B2

A2 B1, B2

A3 B1

Score 0

A1 B: sometimes, surely, often

A: did B: work did

A: work B: did

A: does B: work

7. Men A more B to do heavy work C women.

A1: are

A2: have

B1: able, competent, willing, inclined, apt, ready, likely

B2: ability, strength, inclination, power

B3: prepared, anxious, eager, liable, fitted, equal, accustomed, suited, satisfied, fit, capable, used, adapted, wanted, required, taken, healthy, qualified, built, stronger, suitable, useful

B4: ambition, energy, time, muscle, tools, right, business

C1: than

Score 2

A1 B1 C1

A2 B2 C1

Score 1

A1 B3 C1

A2 B4 C1

A: try, like, ought B: often C1

A: earn B: money C1

A: know B: how C1

A: need B: tools, money C1

A: appear B1 C1

Score 0

A1 B: made, asked, good, active C1

A1 B: useful, able C: for

A: work B: hard C1

A: do B: thinking C1

A2 B: brains, work C1

8. The sun is soA..... that one can notB.....C.....
D..... directlyE..... causing great discomfort to the
 eyes.

A1: brilliant, dazzling, radiant, bright

A2: blinding, intense, strong, light, powerful, glary, hot, red, fiery, high

B1: look, gaze, stare

B2: endure, bear, stand

C1: at

D1: it

E1: without

Score 2

A1 B1 C1 D1 E1

Score 1

A2 B1 C1 D1 E1

A1 B2 C: its D: rays E1

A1 B1 C: into, toward, towards D1 E1, unless,
 for, if

A: low B: read C: a D: book E1

A1 B: even C: look D: up E1

Score 0

A: warm, far, low B1 C1 D1 E1

A1 B1 C1 D1 E: because, thus

A1 B: see C1: it D: so E1

9. The knowledge ofA.....B..... use fire isC..... of
D..... important things known byE..... but un-
 knownF..... animals.

A1: how

B1: to

B2: proper, correct, careful, important, skillful, great

C1: one

C2: considered, rated, thought

D1: the, many, several

E1: man, men, us, mankind, people

E2: persons, scouts, humans

F1: to, by, among

Score 2

A1 B1 C1 D1 E1 F1

Score 1

A1 B1 C1 D1 E2 F1

A: why B: we C1 D1 E1 F1

A: when, having, the way B1 C1 D1 E1 F1

A1 B1 C2 D1 E1 F1

A1 B1 C1 D: most E1 F1

Score 0

A1 B1 C: often D1 E1 F1

A: the B2 C1 D1 E1 F1

A: knowing B: how to C1 D1 E1 F1

10. One ought toA..... great care toB..... the right
C..... ofD....., for one whoE..... bad habits
F..... itG..... to get away from them.

A1: use, take, exercise

B1: form, choose, acquire, gain, cultivate, develop, adopt, establish, learn,
 teach, begin

B2: obtain, get, possess, use, have, pursue, make, lead

C1: sort, kind

C2: habits

D1: habits

D2: living, life, working, work, studying, study, speaking, speech, thinking,
 thought, learning, mind, procedure, action, attention, acting

E1: has, gains, contracts, forms, acquires

F1: finds

G1: hard, difficult

G2: impossible, pays

Score 2

A1 B1 C1 D1 E1 F1 G1

A1 B1 C2 D2 E1 F1 G1

Score 1

A1 B2 C1 D1 E1 F1 G1

A1 B2 C2 D2 E1 F1 G1

A1 B1 C1 D1 E1, gets, makes F1 G2

A1 B1 C1 D1 E1 F: has, makes G1

A1 B1 C2 D2 E1 F: has, makes, G1

A: have, give B1 C2 D2 E1 F1 G1

A: have, give B1 C1 D1 E1 F1 G1

A1 B: be C1 D: person E1 F1 G1

A1 B: begin C: way D: living E1 F1 G1

A1 B: do C: thing D: course E1 F1 G1

A1 B: do C1 D: things E1 F1 G1

Score 0

A1 B: get C: start D: life E1 F1 G

A1 B: do C: thing D: life E1 F1 G1

LANGUAGE SCALE D

1. We are going school.

Score 2

to, through, toward, before, after

Score 1

into, from, to the, as a, to go to

Score 0

at, in

2. I to school each day.

Score 2

go, come, walk, ride, drive, run, went, came, rode, drove

Score 1

am, am going, like to go, was, have gone

Score 0

like, to, going, study

3. TheA..... playsB..... her dolls all day.

Score 2

A: girl, child, baby B: with

Score 1

A: boy, girls, cat, dog, children, little girl, B: with

Score 0

A: girl B: to, for

4. The rude child does not many friends.

Score 2

have, make, gain, win

Score 1

deserve, find, know, acquire, possess, keep, greet, appreciate, accumulate, help, please, obey, meet, get, see, play with

Score 0

want, like, care for, need, has

5. HardA..... makesB..... tired.

A1: work, labor, play

A2: traveling, tasks, luck, things

A3: thing, bread, times

B1: one, people, you, him, her, me, men, women, them, us, folks, anyone, children

B2: a man, minds, bodies

Score 2

A1..... B1

Score 1

A1..... B2

A2..... B1

Score 0

A3..... B1

6. It is good to hearA..... voiceB.....C..... friend.

A1: the

A2: your

B1: of

B2: from

C1: a, one's, your, my, another, some, his, her, any, their

C2: one, an old, a true, the, an intimate

Score 2

A1 B1 C1

Score 1

A1 B1 C2

A2 B: my C: dear, good

A: her B: to C: her

A: a B1, B2 C: a

A: your, her B: calling C: your, her

A2 B: again, tonight C: my

A: that B1 C: my

A: Caruso's B: with C: his

A: her B: said C: Mary's

Score 0

A1 B2 C1 A: a B1, B2 C: year

A: one's B: said C: his

A2 B: with, than C: your

A: his B: and C: his

7. The happiest andA..... contented man is the one
.....B..... lives a busy and usefulC.....

A1: most, best

A2: well, brightest, richest, the, nice, truly, loveliest, strongest, healthiest,
more

A3: good, poor

B1: who, that

B2: which

C1: life

Score 2

A1 B1 C1

Score 1

A1 B2 C1

A2 B1 C1

Score 0

A3 B1 C1

8. The best adviceA..... usuallyB..... obtained
.....C..... one's parents.

A1: may, can, will

A2: is

A3: might, could, would, should

B1: be

B2: directly, that, correctly, freely, easily, readily, promptly, first, fully,
soon, accurately, properly

B3: rightly, well, best, only, to be, better, willingly, fairly, cheerfully

B4: always, often, not, also, being

C1: from

C2: of, by, through

Score 2

A1 B1 C1
 A2 B2 C1
 A: has B: been C1

Score 1

A3 B1 C1
 A1 B1 C2
 A2 B3 C1
 A2 B2 C2
 A: most, received B: is C1
 A: one B: has C1
 A: comes B: when C1

Score 0

A2 B4 C1
 A: children B: have C1
 A2 B: best, to be C: by

9.A..... things areB..... satisfying to an ordinary
C..... than congenial friends.

A1: Few
 A2: Many, Some, No, Good, Sometimes, These, More, Those, New, One's,
 Pleasant, Queer, Such, Ordinary, What
 A3: Kind, All, The, Small, Often, Flattering
 B1: more
 B2: less
 C1: man, person, child, mortal, individual, boy, girl, woman
 C2: friend, companion, stranger, people, acquaintance
 C3: child, boy, girl

Score 2

A1 B1 C1
 A: Most B2 C1

Score 1

A1 B1 C2
 A: Play B1 C3
 A2 B1, B2 C1

Score 0

A3 B1 C1
 A1 B1 C: one, condition
 A1 B: not C: man
 A2 B1 C: friend
 A2 B: quite C1

10.A..... a rule oneB..... associationC..... friends.

A1: As
 A2: Although
 B1: enjoys, prefers, likes, desires, welcomes, seeks
 B2: holds, keeps, cultivates, finds, chooses, wishes, loves, gains
 C1: with
 C2: of

Score 2

A1 B1 C1

Score 1

A1 B1 C2
 A1 B: makes C1
 A1 B2 C1, C2

Score 0

A1 B: chooses C: and
 A1 B: keeps C: his
 A2 B: like C2

LANGUAGE SCALE E

1. I see you. Can you see

Score 2

me

Score 1

the cat, men, us, it, I can, yes

Score 0

play, run, you

2. Ice is cold, but fire is

Score 2

hot

Score 1

good, not, red, burning, warm

Score 0

how, burned, cold

3. The kind lady the poor man a dollar.

Score 2

gave, gives, offers, offered, paid, pays, took, sent, loaned, lent, handed, tendered

Score 1

found, lends, loans, hands, sends, takes, give, is giving

Score 0

finds, helps, owes, owed

4. The best to sleep is at night.

Score 2

time

Score 1

hour, way

Score 0

place, bed, air, girl, boy, of all, go, thing, when, thing is

5. Children shouldA.....many lessons from.....B.....parents.

A1: learn, take, receive, obtain, get

A2: study, have, observe, know, obey

A3: show, do, recite

B1: their

B2: the, fond, kind

Score 2

A1 B1

Score 1

A2 B1

A1 B2

Score 0

A3 B1

A: have B: your

6. The childA..... B..... the riverC..... was drowned.

A1: fell
 A2: went, sprang, jumped, waded
 A3: swam, bathed, played, was
 A4: went
 A5: playing
 B1: in
 B2: into
 B3: down, on, near
 B4: by
 B5: to
 C1: and

Score 2

A1 B1, B2 C1
 A2 B2 C1

Score 1

A3 B1 C1
 A4 B1, B3, B5, C1
 A: ran B2, B5, C1
 A: played, sat B: near C1
 A: who B: crossed C: yesterday
 A: who fell B2 C: soon
 A: was B: at, on C1
 A5 B4 C: side
 A5 B: on C: bank
 A5 B: near C: accidentally

Score 0

A4 B4 C1
 A: was B4, B5 C1
 A: played B: at C1
 A: goes B5 C1
 A: swam B: through C1
 A5 B4 C: today, nearly

7. It is aA..... task to be kind to every beggarB.....
C..... for money.

A1: hard, burdensome, difficult, great, big, real, trying
 A2: philanthropic, charitable, heavy, bitter, noble, small, foolish, pleasant,
 good, little, bad, kind, worthy, mean
 A3: daily, poor, fine, nice, friendly, easy
 B1: who, that
 B2: which
 C1: asks, begs, pleads
 C2: calls, cries, comes, seeks, wants, looks, wishes, works

Score 2

A1 B1 C1

Score 1

A2 B1 C1
 A1 B1 C2
 A1 B: when C: asked, he asks
 A1 B: asking C: one
 A1 B2 C1

Score 0

A3 B1 C1
 A1 B2 C2
 A1 B1 C: needs
 A: polite B: here C: asking

8. WorryA..... never improved a situation but hasB.....
 made conditionsC..... .

A1: has
 A2: certainly, surely
 B1: often, usually, always, generally, merely, undoubtedly, sometimes,
 only, certainly, slowly, probably, simply, repeatedly, surely
 B2: rather, really, ever, mostly, even, instead, just, indeed, helped
 B3: never
 C1: worse
 C2: serious, poor, change, poorer, bad, harder, miserable

Score 2

A1 B1 C1
 A2 B1 C1

Score 1

A1 B2 C1
 A1 B1 C2
 A1 B: always, gradually C2

Score 0

A1 B3 C1
 A: can, will B: often C1
 A1 B3, B1 C: better
 A: should B1 C1

9. When one feels drowsy andA....., itB..... happens
 that he isC..... to fix his attention very successfully
D..... anything.

A1: dull, tired, stupid, weary, fatigued, lazy, indolent, sleepy, inattentive,
 ill, inert, indisposed, sick
 A2: weak, sad, bored, cross, is
 B1: usually, generally, frequently, sometimes, often
 B2: seldom, rarely
 B3: invariably, always, soon, just, then, so
 C1: able
 C2: unable
 C3: failing, able, slow, unfit, not able, too tired
 C4: trying, going, ready, liable, apt
 D1: on, upon

Score 2

A1 B1 C2 D1
 A1 B2 C1 D1

Score 1

A2 B1 C2 D1
 A2 B2 C1 D1
 A1 B2 C1 D: to, at
 A1 B3 C2 D1
 A1 B1 C3 D1
 A1 B2 C4 D1
 A1 B: never C: apt D1

Score 0

A1 B1 C: never D1
 A1 B: generally C: made D1
 A1 B: often C: not D1
 A1 B: sometimes C: lazy D1

10. In order A B clearly at C it is
 D to E artificial F

A1: to
 B1: see
 B2: look
 C1: night
 C2: times, all
 D1: necessary, essential
 D2: better, best
 E1: use
 E2: have
 F1: light, means, devices

Score 2

A1 B1 C1 D1 E1 F1
 A1 B1 C1 D1 E2 F: light

Score 1

A1 B1 C2, sea D1 E1, E2 F1
 A1 B: think C2 D1 E1, avoid F:
 stimulants
 A1 B2 C: light D1 E2 F: pro-
 tection
 A1 B1 C1 D2 E1 F1
 A1 B: hear, speak C: times, first D1
 E1, adopt F: means
 A1 B: understand, explain C: times D1
 E1 F: examples
 A1 B1 C1 D1 E1 F: glasses

Score 0

A1 B1 C: distance D2 E2 F:
 light
 A1 B1 C: once D2 E: try F:
 means
 A1 B2 C: something D: advisable E:
 remove F: aids
 A1 B: think C: times D1 E1 F:
 means

LANGUAGE SCALE F

1. I like to go to

Score 2

school, church, play, bed, mess, sleep, town, Chicago

Score 1

see, war, heaven

Score 0

bad, today

2. Women older than girls.

Score 2

are, appear, seem, look, act

Score 1

were, grow, become, dress, is

Score 0

be, see, do, make

3. The bird a song every morning.

Score 2

sings, sang, sung

Score 1

will sing, sing, has, warbles, chirps, pipes, sings us, gives, gives us

Score 0

likes, did, songs, song

4. When theA..... grows older heB..... be a man.

A1: boy, youth, lad

A2: child, son, baby, brother, man, boys

B1: will

B2: may, must, can, shall, should, could, would, might, has to, is to, begins to, comes to

Score 2

A1 B1

Score 1

A1 B2

A2 B1

Score 0

A1 B: says

— B1

5. ChildrenA..... to pickB.....

A1: like

A2: come, are, came, are not, go, likes, went, try, were, wish, have, ought

B1: flowers, berries, apples, fruit, daisies

B2: quarrels, playmates

Score 2

A1 B1

Score 1

A2 B1

A: climb, jump B: apples

A1 B: flower, nuts

A: try B2

Score 0

A: go B: stick

6. All animalsA..... shelter during aB..... .

A1: seek, hunt, like, want, need, require, take

A2: find, have, get, love, look for

B1: storm

B2: shower, rain

Score 2

A1 B1, B2

Score 1

A2 B2, night

A1 B: winter

A: need B: day

Score 0

A: are, will, do B1

A: have, shall B: year, day, summer

7. TheA..... of yourB..... and mother is your brother.

A1: son

A2: pleasure, pride, boy, child, support, love, care, children

A3: boy, reason

A4: girl, work

B1: father

B2: family

Score 2

A1 B1

Score 1

A2 B1

Score 0

A3 B2

A4 B1

8. When two personsA..... aboutB..... which neither understands, theyC..... almostD..... to disagree.

A1: talk, converse

A2: decide, ask, are talking, dispute, argue, speak

A3: fight, think, talking

B1: that, something

B2: things, matters, anything, objects, a subject

C1: are

D1: sure, certain

D2: bound, positive, ready, willing, apt, liable

D3: conclude, agree

D4: fit, always, very sure

Score 2

A1 B1 C1 D1
 A1 B1 C: seem D: always

Score 1

A1 B1 C1 D2
 A2 B1 C1 D1
 A1 B2 C1 D1
 A1 B1 C: can D3
 A1 B1 C: usually, will D: have

Score 0

A1 B1 C1 D4
 A3 B1 C1 D1
 A: are B: something C1 D: ready

9.A..... B..... want are often caused byC..... .

B1: and

B2: of

C1: drink, ignorance, laziness, sickness, disease, neglect

C2: selfishness, jealousy, indulgence, imagination

Score 2

A: Poverty B1 C1

Score 1

A: Times B2 C: famine
 A: Cases B2 C1
 A: Things B: people C2
 A: Need B1 C: pleasure
 A: People B: in C1
 A: What B: girls C: variety

Score 0

A: Health B1 C: laziness
 A: Horrors B2 C: obstinacy
 A: Hunger B1 C: cries
 A: Conditions B: in C: neglect

10. The least difficultA..... are by noB..... always the mostC.....,D..... are theE..... tasksF..... the most disagreeable.

A1: tasks, undertakings

B1: means

C1: profitable

D1: nor

E1: hardest

F1: always

Score 2

A1 B1 C: pleasant, agreeable D1 E1 F1

Score 1

A1 B1 C1, trifling D1 E1 F1
 A1 B1 C1 D1 E1 F1

Score 0

A1 B1 C: pleasing D: altho E: hard F1

LANGUAGE SCALE J

1. Boys and soon become and women.

Score 2

girls men

Score 1

girls, girl man

girls gentlemen

Score 0

girl mans

men poor

2. The are often more contented the rich.

Score 2

poor than

Score 1

poor, people with, by

children, people than

girls with

Score 0

girls, men, parents than

3. The rose is a favorite because of fragrance and

Score 2

flower its beauty, color

Score 1

flower the beauty, color, smell, blossoms, sweetness

flower its scent, smell, appearance, sweetness, blossoms

Score 0

flower sweet, nice, looks, pretty

4. It is veryA..... to becomeB..... acquaintedC..... persons whoD..... timid.

A1: hard, difficult

A2: trying, tiresome, pleasant, possible, nice, unusual, awkward, unpleasant, annoying, fine, strange, uncommon, inconvenient, kind, easy, grand, good, sensible, troublesome, necessary, commendable

A3: well, unwise, customary, wrong, bad

B1: well, thoroughly, fully, intimately, personally

B2: really, slightly, merely, closely, properly, rapidly, fairly, nicely, quite, familiarly, readily, quickly, better, much, more, so

B3: good, goodly, kindly, easily, strongly, real, immediately

C1: with

D1: are

D2: seem, act, appear, look

Score 2

A1 B1 C1 D1

Score 1

A2 B1 C1 D1

A1 B2 C1 D1

A1 B1 C1 D2

Score 0

A: nice B: much C1 D1

A3 B1 C1 D1

A1 B3 C1 D1

5. Extremely old A sometimes B almost as
..... C care as D

A1: people, persons

A2: age

B1: need, take, require

C1: much

D1: babies, infants, young, children, invalids

Score 2

A1 B1 C1 D1

Score 1

A1 B: are C1, great D1

A2 B: brings C1 D: youth

A2 B: seems C1 D: sickness

A: automobiles B1 C1 D: horses

A: men B: take C1 D: women

A: books B: need C1 D: new

A: people B: have, show C: little D: young

Score 0

A: things B1 C1 D: trouble

6. One's A in life B upon so C factors
..... D it is not E to state any single F
for G failure. .

A1: success

A2: position, conduct, course, status, purpose, aim

B1: depends, rests

C1: many

D1: that

E1: easy, safe, wise

F1: rule

F2: reason, condition, factor

G1: his, her, one's, every, any, a

G2: avoiding

Score 2

A1 B1 C1 D1 E1 F1 G2

A1 B1 C1 D1 E1 F: cause
..... G1

Score 1

A2 B1 C1 D1 E1 F1 G2

A1 B1 C1 D1 E1 F2 G:
one's, our, complete

Score 0

A1 B1 C1 D1 E: true F: reason
..... G: our

7. The futureA..... of the stars and the facts ofB.....
history areC..... now once for all,D..... I like them
.....E..... not.

A1: course, destiny, circuits, paths

B1: ancient, past, their

B2: future

C1: fixed

C2: known, learned, settled

D1: whether

E1: or

Score 2

A1 B1 C1 D1 E1

Score 1

A1 B1 C2 D1 E1

A1 B2 C1 D1 E1

Score 0

A1 B1 C1, known D: and, although E1

LANGUAGE SCALE K

1. The boy will his hand if plays with fire.

Score 2

burn he

Score 1

injure, hurt, heat, warm, ruin, dirty he

Score 0

use, shake, hold, lose, suck, wash, he

2. Hot weather comes in theA..... andB..... weather
.....C..... the winter.

A1: summer

A2: spring

B1: cold, snowy, icy

B2: the, bad, rainy

C1: in

Score 2

A1 B1 C1

A1 B: cool C: precedes

Score 1

A1, A2 B2 C1

A2 B1 C1, brings

Score 0

A1 B1 C: comes

3. The poor littleA..... hasB..... nothing toC.....;
he is hungry.

A1: boy, lad, chap, fellow, child

A2: baby, creature, man, beggar, thing, pig, dog, bird

B1: had, found, absolutely

B2: got, received, almost, really, simply, even, probably

B3: no, not, hardly, never, entirely

C1: eat

Score 2

A1 B1 C1

Score 1

A1 B2 C1

A2 B1 C1

A1 B: eaten C: day

A1, A2 C1

Score 0

A1 B1 C: do, wear

A1 B3 C1

4. Very few peopleA..... how to spend time andB..... to
the best advantage.

A1: know, learn

A2: find, show

B1: money, energy, effort

B2: thought, study, work, think, put it

B3: go, send, try, do

Score 2

A1 B1

Score 1

A1 B2

A: knows B1

A1 B1

Score 0

A2 B: work, think

A1 B3

5. One A not, as a B , C attention
 D uninteresting things.

A1: can, does, will

A2: should

B1: rule

B2: student, teacher, necessity, reader, practice

C1: give, pay

C2: attract, call, direct

C3: fix, put, hold

D1: to

Score 2

A1 B1, fact C1 D1

A2 B1 C1 D1

A1 B1 C2 D1

A1 B: child C1 D1

Score 1

A1 B1 C1, C3 D: on

A1 B2 C: place D: in

A1 B2 C1 D1

A1 B2 C: maintain D: with

A1 B2 C: hold D: by

A: has B1 C: much D: for

A2 B: idiot, practice C1 D1

Score 0

A1 B: spectator C: keep D1

A: looks B: tarter C: giving D1

6. To eat A one is B is a C pleasure.

A1: when, whenever

A2: till, until

A3: what, whatever

C1: great, real

Score 2

A1 B: hungry C1

A2 B: satisfied C1

Score 1

A1 B: well, happy C1

A: food, what B: fond of C1

A2 B: full, stuffed C1

A: heartily B: told, convinced C1

A: what, whatever, B: forbidden, given C: doubtful, C1

Score 0

A: delicious B: sure C1

A: when B: enjoying C: marked

7.A..... theyB..... usC..... not,nature's.....D.....
 areE..... and unchangeable.

A1: Whether

B1: suit, affect, impress, concern, favor, disturb

B2: convince, effect

C1: or

D1: laws, ways

E1: fixed

E2: true, inflexible

Score 2

A1 B1 C1 D1 E1

Score 1

A1 B2 C1 D1 E1

A: If B1 C1 D1 E1

A1 B: influence C1 D1 E2

Score 0

A: Even B: suit C1 D: roads E: sure

LANGUAGE SCALE L

1. ChildrenA..... are rudeB..... not easily win friends.

A1: who, that
 B1: do, can, will
 B2: may, should, must

Score 2

A1 B1

Score 1

A1 B2
 A: which B1

Score 0

A: may be B: but

2. PlentyA..... exercise andB..... airC..... healthy
D..... and girls.

A1: of
 A2: outdoor, work, study
 B1: fresh, pure, good
 B2: clear, plenty of
 C1: makes
 D1: boys

Score 2

A1 B1 C1 D1

Score 1

A1 B1 C: make D1
 A1 B2 C1 D1
 A2 B1 C1 D1
 A1 B1 C: is D: to boys, for boys

Score 0

A1 B: healthy C: give D1

3. InA..... to maintainB..... health, one should have
 nourishingC..... .

A1: order
 A2: seeking, trying, helping, traveling, summer, winter, spring, truth, illness
 B1: one's, his, good
 B2: our, your
 C1: food, foods

Score 2

A1 B1 C1

Score 1

A2 B1 C1
 A1 B2 C1

Score 0

A: life, time B1 C1

4.A..... happiness can not beB..... with money.

A1: True, Real, Great, Your, Our, His, Her, One's, Children's

A2: Some, Plenty, No, People's, Often, All, Much

B1: bought, compared

B2: gotten, secured, obtained

B3: had, won, insured, made

Score 2

A1 B1

Score 1

A2 B1, B2

A1, Much, Always, Sometimes B2, B3

Score 0

A: Good B: made

A: Your B: counted

A: Their B: repaid

5. One'sA..... doB..... always express his thoughts.

A1: words, statements, lips

A2: expressions, looks, actions, sayings, features, word

A3: ways, eyes, opinions

B1: not

B2: nearly

Score 2

A1 B1

Score 1

A2 B1

A: words B: almost

A: actions B2, most

Score 0

A3 B1

A: expressions B2

6. ToA..... to wait, after havingB..... to goC.....,
.....D..... very annoying.

A1: have

B1: prepared, planned, decided, promised, arranged, hurried

B2: wanted, wished

B3: had

C1: somewhere, out, away, home

D1: is

Score 2

A1 B1 C1 D1

A1 B1 C: promptly D1

A1 B: asked C1 D1

Score 2

A1 B: waited C1 D1

A: stop B: attempted C1 D1

A1 B1, B2, B3 C: is D: sometimes, often

A1 B: lunch C: swimming D1

A1 B3 C: quickly, far, away D1

Score 0

A1 B: preparing C: there D1

A1 B3 C: work D1

7. It is sometimesA..... toB..... between twoC..... of action.

A1: difficult, hard
 A2: necessary
 B1: choose
 C1: lines, modes, courses
 C2: kinds, types

Score 2

A1 B1 C1
 A2 B: hesitate C1

Score 1

A1, A2 B1, distinguish C2
 A: dangerous B: go C: men

Score 0

A: safe B: go C: guns

8. One canA..... do hisB..... at oneC..... whileD..... of another.

A1: not, never
 B1: best, duty
 C1: thing, task, job, occupation, study
 C2: time
 C3: place
 D1: thinking

Score 2

A1 B1 C1 D1

Score 1

A1 B1 C2, C3 D1, dreaming
 A: often B1 C1, C2, C3 D1

Score 0

A: also B1 C2 D: not
 A1 B1 C2 D: seeing
 A: easily B: work C2 D: talking

LANGUAGE SCALE M

1. One can not foretellA..... will happen in theB.....

A1: what

B1: future, morning, autumn, winter, night, end, spring, summer

B2: city, crowd, present, family, house, month, year, morrow, day, world

B3: time, past, today

Score 2

A1 B1

Score 1

A1 B2

A: things that B1

Score 0

A1 B3

A: that B1

2. The dogA..... a usefulB..... becauseC..... his intelligence and faithfulness.

A1: is

B1: animal, creature, friend, pet, beast, companion

B2: fellow, thing, being, dog

C1: of

Score 2

A1 B1 C1

Score 1

A1 B2 C1

A: becomes B1 C1

A1 B1 C: he has

Score 0

A1 B1 C: by

A: has B: manner C1

3. Many peopleA..... their health becauseB..... do notC..... theD..... of hygiene.

A1: lose, injure, ruin, undermine, destroy

A2: wreck, mar, haven't, spoil, waste

B1: they

C1: observe, heed, understand, know, practice, follow, keep

D1: principles, laws, rules

D2: need, good, value, meaning

D3: science, subjects, books, lessons, study, rules, subject

Score 2

A1 B1 C1 D1

A: keep B1 C: neglect D1

A1 B1 C: know D2

Score 1

A2 B1 C1 D1

A1 B1 C: study D3

A: have B1 C: disregard D3

Score 0

A: protect B1 C: want D: disease
 A: lose B1 C: acquire D: value
 A: have B1 C: follow D1, ethics

4. Nothing can A one's happiness B effectively
 than a guilty C

A1: destroy, injure, mar, lessen, decrease, ruin, spoil
 A2: harm, hurt, hinder, dampen, effect, darken
 A3: stunt, hinder
 B1: more
 C1: conscience
 C2: man, person

Score 2

A1 B1 C1

Score 1

A2 B1 C1

Score 0

A3 B1 C2

5. To A many things B ever finishing any of them
 C a D habit.

A1: begin, undertake, attempt, leave, commence, start, try, plan
 A2: take, have, do, make, say, stop, think, get, avoid
 B1: without
 B2: hardly, never, n
 B3: before, not
 C1: is, becomes
 C2: forms, seems, starts
 D1: bad
 D2: deplorable, pernicious, tenacious, strange

Score 2

A1 B1 C1 D1

Score 1

A2 B1 C1 D1
 A1 B2, B3 C1 D1
 A1 B1 C1 D2
 A1 B1 C2 D1

Score 0

A2 B3 C1 D1
 A2 B1 C2 D1
 A: do D: when C1 D1
 A1 B: and C1 D1

6. The A seems B and dreary C a dis-
 couraged D

A1: world, day
 A2: way, time, road
 A3: teacher, man, boy
 B1: dull, dark, sad
 B2: long
 C1: to
 D1: man, woman, person, child, boy, girl

Score 2

A1 B1 C1 D1
 A2 B2 C1 D: traveler

Score 1

A2 B2 C1 D1, voyager
 A3 B: sad C: and, over D1, mortal
 A: man B: tired C: after D: attempt
 A1 B1 C: when D1
 A1 B1 C: for D1
 A1 B1 C: giving D: feeling

Score 0

A1 B: long C: although D1

7.A..... that areB..... to one by anC..... friend
 should be pardonedD..... readily than injuries done by
 oneE..... is not angry.

A1: Injuries

A2: Insults, Harms, Wrongs, Sights, Offences, Things,

B1: done

B2: given, rendered

C1: angry, angered, irate, enraged

C2: irritated, incensed, old, another, injured, intimate, other, honest, innocent, ordinary, unkind

D1: more

E1: who, that

Score 2

A1 B1 C1 D1 E1

Score 1

A1 B1 C1 D1 E: which
 A1 B2 C1 D1 E1
 A1 B1 C1 D: less E1
 A1 B1 C2 D1 E1
 A2 B1 C1 D1 E1
 A: words B: spoken C: irritated D1 E1

Score 0

A: Things B1 C: unknown D1 E1
 A1 B1 C1 D: very E1

8. It isA..... that a full-grown man shouldB..... a ghost
C..... he isD.....

A1: inconceivable, improbable, impossible, unbelievable

A2: strange, absurd

B1: see

B2: fear

C1: while, when, if

C2: unless, except

D1: sane, sober, awake

D2: insane, drunk

D3: dead

Score 2

A1 B1 C1 D1
 A1 B1 C2 D2
 A2 B2 C1 D1

Score 1

A: best B: show C: that D: unafraid

A: said B2 C: if D: wise

A: foolish B2 C: since D: grown

A2 B1 C1 D1

A: unwise B: become C: before, until D3

A1 B: be C1 D3

A1 B: believe C: story D: reading

Score 0

A2 B: know C: when D: alone

OTHER SENTENCES USED IN ORIGINAL STUDY

1. I see man and the boy.

Score 2

the

Score 1

a, some, that, one, our, your, my, both the, the big

Score 0

big, bad

2. Here is a man who do it.

Score 2

can, could, couldn't, can't, will, would, wouldn't, won't, may, cannot
night, should, shouldn't, does, must, doesn't

Score 1

did, shall, does not, likes to, ought to, saw him, dared to

Score 0

dared, never, always, will try to

3. Boys mustA..... be rude toB..... mothers.

A1: not, never

A2: seldom, always

B1: good, dear, any, our, your, the

B2: their

Score 2

A1 B2

Score 1

A1 B1

Score 0

A1 B: his, her

A2 B2

4. The starsA..... brightly atB..... .

A1: shine, shone, gleam, twinkle

A2: shines, appear, look, show, sparkle, come out, were shining

B1: night

B2: midnight, evening, seven, last, us, me, you, him, home, 7:30, 8 o'clock

B3: the sky, the town, city

Score 2

A1 B1

Score 1

A1 B2

A2 B1

Score 0

A: shining, are B1

A1 B3

5. The wind the dust into our eyes.

Score 2

blows, blew, blowed, sweeps, swept

Score 1

throws, carried, gets, sends, chases, carries, raises, brings, puts, threw, got, brought, sent, chased, raised, will blow, put, is blowing

Score 0

draws, makes, has, flew

6. The littleA..... and his dogB..... running a race.

A1: boy, fellow, lad

A2: child, master, man

B1: are, were, began

B2: came, went, kept, try, play, like, won, was, is

Score 2

A1 B1

Score 1

A1 B2

A2 B1, B2

Score 0

A: girl B1

A: cat B1

A1 had

7. Boys who playA.....B..... mud get their handsC.....

A1: in

B1: the

B2: wet, dirty, soft, black, any, with, near

C1: dirty, soiled, muddy

C2: black, wet, sticky, filthy, nasty

Score 2

A1 B1 C1

Score 1

A1 B1 C2

A1, around B2 C1

A: marbles, games, ball B: in, with C1

A: with dirt, in dirt B: and C1

A: at B: moulding C1

Score 0

A1, with B2 C: dusty

A: —, much B: in C1

8. If a person injures one byA....., without having intended anyB....., one shouldC.....D..... insulted.

A1: accident, chance, carelessness, thoughtlessness

A2: mistake, words, remarks, talking, gossip, fooling, unthoughtfulness, mishap, talk, speaking, fun, ignorance, anything, word, speech, something, haughtiness, shoving, pushing, hitting, joking, jokes

A3: slander, insulting, snubbing, shooting, slapping

B1: injury, offence, harm, disrespect, insult, affront

B2: wrong, thing, unkindness, hurt, mischief, malice, mishap, trouble
 C1: not, never
 D1: be, feel, become
 D2: act, get

Score 2

A1 B1 C1 D1

Score 1

A2 B1 C1 D1

A1 B1 C1 D2

A: accident B: accident C1 D1

A1 B2 C1 D1

Score 0

A3 B1 C1 D1

9. A shelter A the weather is B appreciated on a
 C day.

A1: from

A2: in, to, for, of

B1: greatly, thoroughly, fully, heartily, duly, certainly, usually, highly,
 always, generally, truly, indeed, much, keenly

B2: rarely, not, seldom

B3: only, surely, best, well, sincerely, most, fairly, quite, kindly, more,
 better, often, to be, deeply

B4: very, good, glad, not

C1: stormy, rainy, snowy, wintry, cold, bad, hot

C2: pleasant, beautiful, bright

C4: damp, summer, wet, warm

C5: pretty, summer, sunny, warm, good, clear, nice, fine

Score 2

A1 B1 C1

A1 B2 C2

Score 1

A1 B3 C1

A1 B1 C4

A: against B1 C1

A1 B: not C5

Score 0

A1 B4 C1

A2 B1 C1

10. A home is A merely a place B one C
 live comfortably.

A1: not, often, sometimes

A2: generally, usually, just, now, really, now never

A3: but, only, always

B1: where

B2: in which, that

B3: for

C1: may, can

C2: will, would, should

Score 2

A1 B1 C1

Score 1

A1 B2 C1, C2
 A2 B1 C1
 A1, A2 B: for C: to
 A1 B: so C1

Score 0

A1 B1 C: does
 A1 B3 C: who
 A3 B1 C1

11.A..... are times in theB..... of almostC..... of us when weD..... for a long life.

A1: There
 B1: experience, life, history, career
 B2: lives
 B3: youth, age, existence, days, past, midst, world, minds, hearts
 C1: everyone
 C2: any, anyone
 C3: all
 D1: wish, hope, plan, long, yearn
 D2: seek, ask, pine, pray, look, prepare, fight, strive, suffer
 D3: want, live, die

Score 2

A1 B1 C1 D1
 A1 B2 C3 D1

Score 1

A1 B1 C2 D1
 A1 B2 C3 D2
 A1 B1, B3 C3 D1
 A1 B3 C1 D1

Score 0

A1 B1 C1 D3
 A1 B1 C: every D1
 A1 B: midst, heart, world C3 D: are

12. Children shouldA..... that after all nobody isB..... to care much moreC..... their success thanD.....
E..... parents.

A1: learn, know, realize, see, understand, remember, note, recognize, feel
 A2: appreciate, consider, find, think, believe
 A3: say, insist
 B1: likely, apt, supposed, able, inclined, wont, disposed, going, willing, expected
 B2: liable, sure, ever, made, ready, bound, known, here, trying, there, about, anxious, obligated, needed
 C1: concerning, about, for
 D1: their
 E1: own
 E2: dear, loving, fond, kind, two, good, devoted

Score 2

A1 B1 C1 D1 E1

Score 1

A1 B1 C1 D1 E2
 A1 B1 C1 D: do, will, both, are E: their
 A2 B1 C1 D1 E1
 A1 B2 C1 D1 E1

Score 0

A3 B1 C1 D1 E1
 A1 B: absolutely C1 D1 E1

13. One's real A appears B often in his C
 than in his speech.

A1: self, character, nature, intention, desire, ambition, attitude, spirit, feeling, worth, disposition, patriotism, happiness, motive
 A2: ability, power, thought, meaning.
 A3: sense, life, manner, tact, training, breeding, education, object, soul, traits, effort, dignity
 A4: customs, minds, brains, friend, idea
 B1: more
 C1: actions, deeds, conduct, habits, manner, behavior
 C2: appearance, face, expression, tone, manners, acts, letters, eyes, looks, silence, ways, thoughts, habits
 C3: writing, letters, work
 C4: mind, nature, dream, dress, heart, doings, character

Score 2

A1 B1 C1

Score 1

A1 B1 C2
 A2 B1 C3
 A3 B1 C1

Score 0

A4 B1 C1
 A1 B1 C4
 A1 B: most C: manners
 A: thought B1 C: character

14. Sleep A both B and body.

A1: refreshes, aids, helps, strengthens improves
 A2: rests, stimulates, rebuilds
 B1: mind
 B2: heart, brains, brain, eyes, health
 B3: health, mind, strength
 B4: legs, muscles

Score 2

A1 B1

Score 1

A1, A2 B2
 A: makes B3
 A: builds B: mind

Score 0

A: rests B4

15. It is hardA..... keepB..... gettingC..... on a rainy day.

A1: to
 B1: from
 C1: wet, damp, cross, gloomy, drowsy
 C2: tired, angry, sulky, dirty, sick, out, dull, lazy, fretful
 C3: work, umbrellas, cold, wet

Score 2

A1 B1 C1

Score 1

A1 B1 C2
 A1 B: busy C: ready
 A1 B: dry C: out
 A1 B: not C1
 A1 B: on C3

Score 0

A1 B1 C: asleep, home
 A1 B: dry C: shelter

16.A..... and rainB..... plantsC..... .

A1: Sunshine, Sun
 A2: Heat, Fertilizer, Sun
 A3: Water, Light
 A4: Snow
 B1: make
 B2: help, refresh
 C1: grow, thrive
 C2: nourishment, growth
 C3: grow

Score 2

A1 B1 C1
 A1 B2 C: greatly

Score 1

A2 B: give C2
 A1 B: help C: along
 A1 B: our C: need
 A1 B: makes C1
 A: Air B: do C: good
 A1 B1 C: healthy
 A1 B: the C: get
 A3 B: helps C3
 A1 B: keep C: growing
 A4 B: gives C: food
 A4, Hail B1 C3

Score 0

A: Ground B: kill C: growing

17. The boy has book.

Score 2

a, the, his, her, my, their

Score 1

a good, a big, a school, a nice, an, some

Score 0

pretty, red, heavy

18. A reasonableA..... of sleep and rest isB..... in order toC..... a highD..... of efficiency.

A1: amount

B1: necessary, imperative, essential, desirable

C1: maintain, attain, achieve, reach

C2: have, hold, keep

C3: have, gain, secure

C4: make, keep, hold

D1: degree

D2: standing, amount, quality

Score 2

A1 B1 C1 D1

A1 B1 C2 D: standard

Score 1

A1 B: desirable C: give D1

A1 B: best C1 D1

A1 B1 C3 D2

A1 B1 C4 D: grade, state

A1 B1 C2 D: position

Score 0

A1 B: best C: do D: piece

19. TheA..... is always shining,B..... storm-clouds sometimesC..... itD..... us.

A1: sun

B1: but, although

B2: the

C1: hide, obscure

C2: shield, bar, separate, cover, darken

D1: from

Score 2

A1 B1 C1 D1

Score 1

A1 B2 C1 D1

A1 B2 C: reveal D: to

A1 B1 C2 D1

A1 B1 C: cover D: and

Score 0

A1 B: and C1 D: to

20. When oneA..... angry he shouldB..... forth an effortC..... D..... his actions.

A1: is

B1: put

B2: bring

C1: to

D1: control, restrain, check, curb

D2: subdue, overcome, crush, calm, change, cure, conquer, push, prevent, guard, hide, stop, consider, conceal

Score 2

A1 B1 C1 D1

Score 1

A1 B1 C1 D2
 A1 B2, take, set C1 D1
 A1 B2 C1 D: overcome, subdue

Score 0

A1 B: set C1 D: maintain
 A1 B2 C1 D: conceal
 A1 B: try C: and D: stop

21. Sympathetic A are B to dumb C

A1: people, boys, men, girls, women, persons, children
 B1: kind, good
 C1: animals
 C2: persons
 C3: people

Score 2

A1 B1 C1, C2

Score 1

A1 B1 C: ones, friends
 A: pats B: pleasant C1
 A: characters, friends B1 C1, C2
 A: signs B: best C2
 A: persons B: sympathetic C1, C2
 A: words B: kind, nothing C1
 A: feelings, hearts B: shown C1, C2

Score 0

A: things, actions B1 C1, C2
 A: people B: often C1
 A: children B: not C: to learn
 A: forms B: used C3
 A: always B: good C3

22. A boy A run B than a C

A1: can, will, may
 A2: could, should
 A3: can
 B1: further, better, faster
 B2: quicker, sooner, more, swifter
 B3: rather, sooner, oftener
 C1: baby, girl
 C2: mile

Score 2

A1 B1 C1

Score 1

A3 B: more C2
 A: cannot B: faster C: horse
 A: likes to B: better, more C: girl, man
 A2 B1 C1
 A: should, has, can't B: more C2
 A1, A2 B2 C1
 A3 B: faster C: snail, cat, rat, dog
 A: always B: faster C1
 A3, will, should B1 C: man
 A1, A2, will B3 C1

Score 0

A3 B: fast C: man
 A: took B: and C: jump
 A: who B: more C2

23. A A drink is very refreshing to a B who is
 C

A1: cold, cool, good, fresh
 A2: healthy, soft, common, little, fine, water, soda, 5 cent, clean
 B1: person, laborer, man, runner, woman, girl, child, tramp, boy, workman
 C1: thirsty, hot, ill, tired, working, sick, traveling, exhausted, warm
 C2: healthy, well, here, running

Score 2

A1 B1 C1

Score 1

A2 B1 C1
 A1 B: man, girl, boy C2
 A1 B: dog C1
 A: little, small B: boy C1
 A1 B1 C: dry

Score 0

A: fine B: man C: good

24. A joke A one's self is seldom thoroughly B

A1: on, upon, about
 B1: appreciated, enjoyed
 B2: pleasant, told, seen, played, known, reasonable, good, funny, explained,
 expressed, kept, liked

Score 2

A1 B1

Score 1

A1 B2
 A: to, with B: funny
 A: by B: amusing

Score 0

A: about B: queer
 A: in, of B: finished
 A: with, in B: true, good

25. One feels A inclined to work B it is C

A1: little, less
 A2: much
 B1: when, if
 C1: hot, warm
 C2: hard

Score 2

A1 B1 C1
 A2, more B1 C: cold, cool

Score 1

A1 B: after C: dark
 A1 B1 C: winter, nice
 A: dis, not, seldom, himself B1, while C: hot
 A: very B2 cold, interesting

A: seldom, really, rather B1 C: necessary
 A: himself, A2 B1 C: time, important
 A: well B1 C: easy, interesting
 A: often B1 C: raining
 A: not B: for C2
 A2 B: though C2

Score 0

A: so, too, very, almost, it B1 C: hot, day

26. Brothers A sisters should always B to help
 C other.

A1: and

B1: try, offer, strive, aim, endeavor, learn, seek, consent, want, attempt,
 wish, like, agree

B2: have, go, hurry, stay, love, work, be ready, come

C1: each

C2: one, an, the, some, one an

Score 2

A1 B1 C1

Score 1

A1 B2 C1

A1 B1 C2

A1 B: ask C1

Score 0

A1 B1 C: out, along

A1 B: go C: the

A1 B: glad C1*

27. Birds have A which enable them to B through
 the C

A1: wings

B1: fly

B2: go

C1: air, woods, streets, sky, clouds, country, meadows

Score 2

A1 B1 C1

Score 1

A1 B2 C1, wind, world

A: food B: eat C: winter

A: wing, foods B1 C1

A: nests B: sleep, rest C: night

A: beaks B: pick C: summer

A: feathers B1 C1

A: power B1 C1

A: feathers B: live C: winter, cold

A1 B1 C: place

Score 0

A: instincts, trees B: live C: year

A: that B2 C: air

A: incense B: wander C: world

A: homes B1 C: winter

28.A..... the weather isB..... one should wear heavier
C..... than when it isD..... .

A1: When, If

B1: cold, cool

C1: clothing, clothes, garments, cloaks, coats, wraps, underwear

D1: hot, warm

Score 2

A1 B1 C1 D1

Score 1

A1 B1 C1 D: warmer, good, nice

A1 B: stormy C1 D: nice, hot

A: cold B: when C1 D1

A1 B: winter C1 D: summer

A1 B: bad C1 D1

A: Although B1 C1 D1

A: As, Now B1 C: clothes D1

Score 0

A: How B: no C1 D: cold

A: Like B: today C1 D1

A: Tho B: warm C1 D1

A: Here, Sometimes B1 C1 D1

29. One cannotA..... hisB..... thoroughlyC.....
 he has good teeth.

A1: chew, masticate

A2: eat

B1: food

C1: unless

C2: until

Score 2

A1 B1 C1, C2

Score 1

A: grind, bite, eat B1, meals, supper C1, C2

A: do B: work C1, C2

A: have B: health C1

A: spoil B: looks C: when, if

A1 B1 C: without

A: maintain B: health C1

Score 0

A2, chew B1 C: when, if, because, though

A: clean B: teeth C: when

A: keep B: teeth C: clean, C1

A: have B: way C2

ALPHA 7 AND BETA 33

(See pages 60-62)

(Sentences Alpha 7 and Beta 33 were used by Trabue in his "Preliminary List" of fifty-six sentences, but were discarded with several others from the same list because they seemed to present very unusual difficulties. Since Professor Kelley has included these two in his exercises for testing individuals, their scoring is included here.)

Alpha 7. During theA..... weather the boys play in the shade.

Score 2

A: hot, warm, sunny

Score 1

A: bright, summer, pleasant, nice, dry

Score 0

A: wet, rainy, bad

Beta 33. Doesn't itA..... strange thatB..... people should show so muchC..... andD..... soE..... excitement when a sudden loudF..... is heard?

A1: seem

B1: some, many

C1: fear, alarm

C2: excitement, fear, alarm

D1: cause, make, exhibit

D2: others, some

D3: yet

E1: much

E2: little

F1: noise

Score 2

A1 B1 C1 D1 E1 F1

A1 B1 C2 D2 E2 F1

A1 B1 C1 D3 E2 F1

Score 1

A1 B: the, good, nice, all C1 D1 E1 F1

A1 B1 C1 D2 E: extreme, great F1

A1 B1 C: trembling D1 E1 F1

Score 0

A1 B: all C1 D2 E2 F1

3. CALCULATION OF MEDIAN SCORE IN LANGUAGE SCALES

Each child who spends the allotted amount of time in an attempt to complete the sentences of any of the language scales should be given as a total score the sum of the number of points made upon the individual sentences contained in the scale. For example, the child who completes perfectly the first three sentences of Scale B, and almost perfectly the fourth sentence in this scale, should be given a total score of seven points on Scale B ($2+2+2+1=7$). Such a score on one seven-minute scale should not under any circumstances be used as a measure of the ability of the pupil. At least three such short scales should be used if one wishes to determine the ability of an individual pupil.

To find the ability of the class on any language scale, it will be necessary to take into consideration the total score made by each child in the class on that scale. A distribution should therefore be prepared showing the scores made by the members of the class. This distribution should indicate the number of pupils in the class who make a score of zero, the number making a score of one, the number making a score of two, the number making a score of three, and so on for each step up to twenty, the highest possible score in Scales B to F. As examples of this sort of distribution, we may take the following:

NUMBER OF TIMES EACH SCORE WAS MADE IN LANGUAGE SCALE C

Score	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Group X	.	.	3	5	8	4	3	2	2	.	1	.	.	.	.	.	.	.	.	.	.	28
Group Y	1	.	2	3	5	6	4	3	2	1	2	.	.	.	.	.	.	29
Group Z	2	2	3	5	4	.	6	3	4	2	1	.	32

There are 28 individuals in Group X, 29 individuals in Group Y, and 32 individuals in Group Z. The only adequate comparison of these three groups is such a table as that shown above, or a surface of distribution representing the same facts. The average score, or even the median score, is in itself inadequate as a measure of the group, although it is usually desirable to cal-

culate the median as an indication of the central tendency of the group's ability.

The median point of any distribution is that point on the scale which divides the distribution into two exactly equal parts. When the scales are very crude, and measurements of small numbers of individuals are being considered, it is not worth while to locate the median point any more accurately than by indicating upon what step of the scale it falls. In the case of carefully derived scales, however, it is often desirable, especially where the group to be measured is reasonably large, to locate the exact point within the step on which the median falls. This median point in the case of the scales here presented may well be calculated to the tenth of a unit.

Since there are 28 individuals in Group X of the distributions shown above, the median point will evidently fall between the fourteenth and the fifteenth individuals. If we begin with the three individuals making a score of 2, and count up through the five individuals making a score of 3, we should have to count out six of the eight individuals making a score of 4 in order to arrive at the point upon each side of which an equal number (14) of papers were scored.

It now becomes necessary to define the fourth step. Some of those scored four may have been worth just barely 4 points, while others of this group may have been worth almost 5 points. It is impossible, of course, to know at just what points between these two extremes each of the eight individuals was located. The best single assumption to make, and the one which should always be made, is that those individuals scoring upon any single step of a scale are distributed along the step at equal distances from each other. We may therefore assume that the eight individuals scored upon step 4 range from 4.0 to 4.999 and lie at equal distances from each other along this range.

If we count out six, therefore, of the eight individuals who scored on step 4, we shall arrive at a point which is approximately 4.7. 4.7 is therefore the median point of Group X.

Similarly there are 29 individuals in Group Y. The middle case is the fifteenth individual who is the fourth of the six scored on step 9. This individual has fourteen persons scored above him in ability and fourteen persons scored below him in ability.

The median point, therefore, will lie at the middle of that fraction of the step assigned to him. In order to reach this point it will be necessary to count out three and a half of the six individuals scored on step 9, which brings us to 9.6, the median of Group Y.

Group Z presents a peculiar problem in the calculation of its median. There are 16 individuals above score 14, and 16 individuals below score 14. Probably the wisest assumption to make is that the four individuals scored on 13 take up all of the thirteenth step and that the six individuals scored upon 15 take up all of that step. If this is assumed, the median falls upon step 14, probably at 14.5, since any given distance on a scale is best represented by its middle point.

The 25 percentile and the 75 percentile are to be found in a manner similar to that for finding the median, counting into the distribution one-fourth of the total number of cases for the first, and three-fourths of the total number of cases for the second.

4. STANDARD SCORES ON LANGUAGE SCALES

In order to stimulate comparisons between groups of school children, certain tentative standard scores were estimated and included in the original monograph dealing with the completion-test language scales. The statement was made at the time that the "estimates are more likely to be too low than to be too high," and experience has shown that the estimates were distinctly too low. On the basis of extensive trials in their present form, it is now possible to furnish a useful set of standards for Scales B, C, D, and E. Scores on Language Scale F will be about 1 point less than scores on Scales B to E, and in the higher grades possibly 2 points less. Scale F is intended as a substitute for Scales B to E, but to be used only after the previous four have been employed.

The median B, C, D, or E score of any school grade, in which the pupils are from white, middle-class, English-speaking homes, and in which the English language has been well taught and carefully used, should, at the middle of the term (where the semi-annual promotion scheme is used), or at the middle of the year (where promotions are made annually), be approximately as given in the table on page 58.

School Grade	Semester or Half Grade	B, C, D, or E Median Score
Second	{ Low 2nd	4.8 { 3.8
	{ High 2nd	
Third	{ Low 3rd	8.0 { 7.4
	{ High 3rd	
Fourth	{ Low 4th	10.0 { 9.6
	{ High 4th	
Fifth	{ Low 5th	11.4 { 11.1
	{ High 5th	
Sixth	{ Low 6th	12.4 { 12.2
	{ High 6th	
Seventh	{ Low 7th	13.4 { 13.1
	{ High 7th	
Eighth	{ Low 8th	14.4 { 14.1
	{ High 8th	

The total range of scores in any given class should usually not be more than 12 points, and the middle fifty per cent of the scores in any school grade should fall within a range of 2 points above and 2 points below the median. Greater variability within a class or grade is certain to result in very unequal degrees of understanding of the subject matter taught in the class. Extreme variability of scores within a grade is evidence of careless or inaccurate classification of the pupils.

The score made by any individual pupil on a single short scale is not an adequate measure of his language ability. A fairly adequate index of individual ability may be found by testing the pupil on three or on all four of the Scales B, C, D, and E, and using as a final measure the average score obtained. It happens that such an average score approximates rather closely, in the case of pupils above the third grade, the mental age score that would

be obtained by testing the child on the Stanford Revision of the Binet-Simon Scale. An average score of 10.5 on Scales B, C, and E, for example, would indicate that the child's mental age was approximately 10 years and 6 months. Although the chief purpose of the short scales is to serve as a means for comparing groups and classes, the average score obtained by an individual pupil on several short scales is a valuable index of individual capacity and will be useful in checking up the accuracy with which pupils have been classified in school.

The standard scores given below for high-school classes are not as accurately determined as those given above for elementary-school classes, but they are based on actual tests of high-school pupils and are much better than the guess any reader would make for himself. As was stated above, the middle fifty per cent of a class should score within 2 points of its median on Scales B, C, D, or E. The middle fifty per cent should score within $1\frac{1}{2}$ points of the median on Scales J or K, and within 4 points of the median on Scales L or M. The following class medians may be expected in a "classical" high school made up of middle-class white pupils who are accustomed to hearing the English language well used.

High School Class	Scales B, C, D, or E	Scales J or K	Scales L or M
I	15.2	7.5	7.5
II	16.0	8.6	9.2
III	16.7	9.4	10.5
IV	17.4	10.0	11.5

The writer would be pleased to receive copies of the distributions of scores made by the pupils in various sections of the country, particularly scores obtained from high-school classes.

5. KELLEY'S ARRANGEMENT FOR INDIVIDUAL TESTING

Professor Truman L. Kelley has made an arrangement of the completion-test problems which will give in a single examination a fairly accurate measure of the language completion ability of an individual.¹ The short scales presented in the foregoing pages

¹Truman L. Kelley: "Individual Testing with Completion-Test Exercises," *Teachers College Record*, Sept., 1917, pp. 371-382.

and in the original monograph were designed primarily for the measurement of school classes. In order to measure an individual pupil with any degree of accuracy, it would be necessary to test him with at least three of the short ten problem scales and to use the average of the three resulting scores as the final measure of the individual's ability. Professor Kelley's rearrangement of the completion-test sentences consists of two equivalent sets or exercises, each exercise consisting of forty sentences arranged in order of their difficulty, from very easy sentences at the beginning to very difficult sentences at the end. The two sets or exercises arranged by Professor Kelley are given below.

COMPLETION EXERCISE ALPHA

Name _____ Age _____ Grade _____
 Write words in the empty spaces to make the whole sentence sound sensible and right.

0. We like good boys _____ girls.
1. I like to go to _____.
2. The sky _____ blue.
3. Ice is cold, but fire is _____.
4. The stars and the _____ will shine tonight.
5. The _____ plays _____ her dolls all day.
6. Good boys _____ kind _____ their sisters.
7. During the _____ weather the boys play in the shade.
8. Boys must _____ be rude to _____ mothers.
9. The boy will _____ his hand if _____ plays with fire.
10. Time _____ often more valuable _____ money.
11. Hard _____ makes _____ tired.
12. The _____ rises _____ the morning and _____ at night.
13. Hot weather comes in the _____ and _____ weather _____ the winter.
14. The child _____ the river _____ was drowned.
15. She _____ if she will.
16. It is good to hear _____ voice _____ friend.
17. The boy who _____ hard _____ do well.
18. Boys who play _____ mud get their hands _____.
19. _____ the weather is _____ one should wear heavier _____ than when it is _____.
20. It is a _____ task to be kind to every beggar _____ for money.
21. The happiest and _____ contented man is the one _____ lives a busy and useful _____.
22. In _____ to maintain _____ health, one should have nourishing _____.
23. Many people _____ their health because _____ do not _____ the _____ of hygiene.
24. A home is _____ merely a place _____ one _____ live comfortably.
25. It is very _____ to become _____ acquainted _____ persons who _____ timid.

26. One's do always express his thoughts.
27. The is always shining storm-clouds sometimes it
..... us.
28. Children should that after all nobody is to care much
more their success than parents.
29. are times in the of almost of us when we
for a long life.
30. One's real appears often in his than in his speech.
31. Extremely old sometimes almost as care as
.....
32. To to wait, after having to go, very
annoying.
33. The seems and dreary a discouraged
34. The knowledge of use fire is of import-
ant things known by but unknown animals.
35. want are often caused by
36. In order clearly at it is to
artificial
37. One's in life upon so factors it is not
..... to state any single for failure.
38. a rule one association friends.
39. One can do his at one while of another.
40. The future of the stars and the facts of history are
now once for all, I like them not.

COMPLETION EXERCISE BETA

Name Age Grade
Write words in the empty spaces to make the whole sentence sound sensible and right.

0. We are going school.
1. I see you. Can you see?
2. The boy has book.
3. I to school each day.
4. Men older than boys.
5. I see man and the boy.
6. The wind the dust into our eyes.
7. Here is a man who do it.
8. The little and his dog running a race.
9. Boys and soon become and women.
10. The rude child does not many friends.
11. Children should many lessons from parents.
12. The are often more contented the rich.
13. A drink is very refreshing to a who is
14. Children to pick
15. Brothers sisters should always to help other.
16. Children are rude not easily win friends.
17. One can not foretell will happen in the
18. The rose is a favorite because of fragrance and
19. The poor little has nothing to; he is hungry.
20. It is hard keep getting on a rainy day.
21. and rain plants
22. Men more to do heavy work women.
23. When one angry he should forth an effort
..... his actions.
24. The of your and mother is your brother.
25. Worry never improved a situation but has made condi-
tions

26. The best advice usually obtained one's parents.
27. Sleep both and body.
28. The sun is so that one can not directly
..... causing great discomfort to the eyes.
29. To many things ever finishing any of them a
..... habit.
30. When two persons about which neither understands,
they almost to disagree.
31. One not, as a, attention uninteresting
things.
32. things are satisfying to an ordinary than con-
genial friends.
33. Doesn't it strange that people should show so much
..... and so excitement when a sudden loud
..... is heard?
34. It is sometimes to between two of action.
35. that are to one by an friend should be pardoned
..... readily than injuries done by one is not angry.
36. To friends is always the it takes.
37. To eat one is is a pleasure.
38. It is that a full-grown man should a ghost he is
.....
39. One ought to great care to the right of,
for one who bad habits it to get away from
them.
40. The least difficult are by no always the most,
..... are the tasks the most disagreeable.

No time limit is set for the completion of the sentences in either of the two exercises shown above, but the papers in any class may be taken up as soon as all but three or four individuals have stopped work. The time for completing one of the above exercises will vary therefore from twenty minutes with very young children to three quarters of an hour or more with older persons.

The calculation of the final score of an individual on either of the above exercises is to be in terms of the difficulty of the sentences on which the individual has an even chance of success or failure. To say that Mary's score on Exercise Alpha is 8.25, indicates therefore that, if Mary should attempt to complete a number of sentences having a difficulty of 8.25, she would make just half of the total possible number of credits on them. This method of measuring a person, by the difficulty of those tasks which he can do in only about half the cases, is quite useful and scientific, and is really not difficult after it has been used a few times, although at first sight it may appear somewhat complicated to the untrained teacher.

The individual sentences on each blank are first looked over and marked 2, 1 or 0, according to the adequacy of the words written in the blanks, just as is done with the shorter scales

originally published for measuring classes.¹ *The scores on the individual sentences of an exercise are then added, not for the exercise as a whole as is done with the short scales, but for groups of sentences, five sentences in each group. Each pupil tested receives therefore eight partial or "raw" scores. One raw score is obtained for the first five sentences, another for sentences six to ten, another for sentences eleven to fifteen, and so on for each group of five sentences. As an example, we may imagine that an individual, John, has tried to complete the sentences in Exercise Alpha and has made the following raw scores:

On sentences	1 to	5,	a score of	10
"	"	6	"	10, " " " 10
"	"	11	"	15, " " " 10
"	"	16	"	20, " " " 10
"	"	21	"	25, " " " 8
"	"	26	"	30, " " " 5
"	"	31	"	35, " " " 2
"	"	36	"	40, " " " 0

The above partial or "crude" scores are not adequate as a final measure of the individual's ability. To secure a scientifically accurate measure one must consider the above in connection with the degree of difficulty of each group of sentences. The sentences of Exercise Alpha, and also of Exercise Beta were selected and grouped by Professor Kelley in such a way that the average difficulty of each group is as follows:

Sentence Group	Average Difficulty	Mid-point or Average of Two Groups
1-5	2.00	3.00
6-10	4.00	5.00
11-15	6.00	6.50
16-20	7.00	7.50
21-25	8.00	8.50
26-30	9.00	9.50
31-35	10.00	10.50
36-40	11.00	

Much time will be saved by making or securing one copy of the table on page 64 for each individual whose score is to be calculated:

¹ A list to aid in locating the detailed scoring scheme for each sentence in Exercises Alpha and Beta will be found on page 69.

RECORD AND CALCULATING SHEET
FOR CALCULATING INDIVIDUAL PERFORMANCE LEVELS ON COMPLETION
TEST EXERCISES ALPHA AND BETA

I Group of Sentences	II Average Difficulty	III Raw Score	IV Decrease in Raw Scores	V Mid-point Between Groups	VI Products IV x V
	-1.00	..... Est.			
	0.00	..... Est.	-----	- .5	-----
	1.00	..... Est.	-----	.5	-----
1-5	2.00	-----	-----	1.5	-----
6-10	4.00	-----	-----	3.0	-----
11-15	6.00	-----	-----	5.0	-----
16-20	7.00	-----	-----	6.5	-----
21-25	8.00	-----	-----	7.5	-----
26-30	9.00	-----	-----	8.5	-----
31-35	10.00	-----	-----	9.5	-----
36-40	11.00	-----	-----	10.5	-----
	12.00	..... Est.	-----	11.5	-----
	13.00	..... Est.	-----	12.5	-----
	14.00	..... Est.	-----	13.5	-----
	15.00	..... Est.	-----	14.5	-----
	16.00	..... Est.	-----	15.5	-----
			10		

Name

Age Grade

School

Score Individual's score is found by dividing the sum of products in column VI by the sum of decreases in column IV.

Upon such a table the eight raw scores of any individual should be entered and the calculations made. The raw scores used in a previous paragraph as an example would be entered and the calculations made as indicated in the table on page 65.

I Group of Sentences	II Average Difficulty	III Raw Score	IV Decrease in Raw Scores	V Mid-point Between Groups	VI Products IV x V
1- 5	2.00	10	-----	3.00	-----
6-10	4.00	10	-----	5.00	-----
11-15	6.00	10	-----	6.50	-----
16-20	7.00	10	-----	7.50	-----
21-25	8.00	8	2	8.50	15.0
26-30	9.00	5	3	9.50	25.5
31-35	10.00	2	3	10.50	28.5
36-40	11.00	0	2		21.0
			10		90.0

It will be observed in column III that John made a perfect score of 10 points on each of the first four groups of sentences. In the group of sentences from 21 to 25, however, John secured only 8 out of a possible 10 points, so that between group 16-20 and group 21-25 there is a decrease in raw score (noted in column IV) of 2 points. The average value or mid-point between these two groups, between which there is a decrease of 2 points raw score, is 7.5 (shown in column V). The product (15.0) of 2 and 7.5 is therefore entered in column VI.

Between the group of sentences 21-25 and the group 26-30 there is a decrease of 3 points raw score and an average value of 8.5. The product (25.5) is therefore entered in column VI. The sum of all the products finally entered in column VI is at last found and divided by 10, the sum of the decreases entered in column IV. The result of this division gives the difficulty value (9.00) at which the particular individual, John, would probably succeed or fail in an equal number of cases in his attempts to complete mutilated sentences.

It is quite evident, however, that very young children will not make a raw score of as much as 5 points on the easiest group of sentences (group 1-5). Some provision must therefore be made for estimating what a given raw score on the easiest group, which has a difficulty value of 2.00, would mean on another group

of difficulty 1.00, or on a group of difficulty 0.00, or even on a group of difficulty -1.00. Similarly, we must provide for estimating from the raw scores made by superior individuals on the most difficult group of sentences (group 36-40), which has a difficulty of 11.00, what scores would be made on more difficult groups if such were provided. Professor Kelley also points out that in using the method here described it is necessary that the easiest difficulty considered should bring about a raw score of 10 and the hardest difficulty a score of 0. The range of difficulties in Exercises Alpha and Beta is too limited to fulfill this requirement in all cases, and therefore the following tables are provided by Professor Kelley for use in estimating raw scores for difficulties 1.00, 0.00 and -1.00 from actual raw scores on the group 1-5, which has a difficulty of 2.00; and for estimating scores for difficulties 12.00, 13.00, 14.00, 15.00 and 16.00 from actual raw scores on group 36-40, which has a difficulty of 11.00.

Actual Score on Difficulty 2.00	Estimated Score on Difficulty		
	1.00	0.00	-1.00
9	10.....	10.....	10.....
8	9.....	10.....	10.....
7	9.....	10.....	10.....
6	8.....	10.....	10.....
5	7.....	9.....	10.....
4	6.....	8.....	10.....
3	5.....	7.....	10.....
2	4.....	6.....	10.....
1	3.....	5.....	10.....
0	0.....	5.....	10.....

Actual Score on Difficulty 11.00	Estimated Score on Difficulty				
	12.00	13.00	14.00	15.00	16.00
0	0.....	0.....	0.....	0.....	0.....
1	0.....	0.....	0.....	0.....	0.....
2	1.....	0.....	0.....	0.....	0.....
3	1.....	0.....	0.....	0.....	0.....
4	2.....	1.....	0.....	0.....	0.....
5	3.....	1.....	0.....	0.....	0.....
6	4.....	2.....	1.....	0.....	0.....
7	5.....	3.....	1.....	0.....	0.....
8	6.....	4.....	2.....	1.....	0.....
9	7.....	5.....	3.....	1.....	0.....

It frequently happens that an individual will make for some reason a higher raw score on one group of sentences than he made on a previous group which is in general less difficult. In such a case the decrease in score to be entered in column IV will be a negative quantity. In the case of the individual reported below, for example, 9 points were secured on the 36-40 group while only 8 points had been secured on the easier 31-35 group. The decrease entered in column IV is therefore -1 , and the product entered in column VI is -10.5 . The following example also illustrates the use of estimated scores for values not actually contained in Exercises Alpha and Beta.

I Group of Sentences	II Average Difficulty	III Raw Score	IV Decrease in Raw Scores	V Mid point Between Groups	VI Products IV x V
	-1.00	..... Est.	-----	-.5	-----
	0.00	..... Est.	-----	.5	-----
	1.00	..... Est.	-----	1.5	-----
1-5	2.00	10	-----	3.0	-----
6-10	4.00	10	-----	5.0	-----
11-15	6.00	10	-----	6.5	-----
16-20	7.00	10	-----	7.5	-----
21-25	8.00	10	-----	8.5	-----
26-30	9.00	10	2	9.5	19.0
31-35	10.00	8	-1	10.5	-10.5
36-40	11.00	9	2	11.5	23.0
	12.00	7 Est.	2	12.5	25.0
	13.00	5 Est.	2	13.5	27.0
	14.00	3 Est.	2	14.5	8 0
	15.00	1 Est.	1	15.5	9.0
	16.00	0 Est.	-----	-----	-----
			10		128.0(12.8)

Professor Kelley proposes tentative norms for Exercises Alpha and Beta. It will be remembered in using them that they are for difficulty values obtained by the method just described and that they are not related in any way to the scores obtained by the simpler method from Scales B, C, D or E, described in earlier sections of this pamphlet.

TENTATIVE NORMS
FOR COMPLETION EXERCISES ALPHA AND BETA

Age	Norm	Grade	Norm
7	1.1	II	2.2
8	1.9	III	3.7
9	3.1	IV	6.0
10	5.0	V	6.7
11	6.2	VI	7.1
12	6.7	VII	7.4
13	7.1	VIII	7.8
14	7.3	IX	8.5
15	7.6	X	8.9
16	8.2	XI	9.3
17	8.7	XII	9.5
18	9.0	College Graduate	11.4

The age norms given above are for persons in school and therefore higher than would obtain for the general population. Psychological examinations in the United States Army have demonstrated to the writer that the average "Mental Age" of the general population is about 13.5 on the Stanford Revision of the Binet Scale. The average adult should not, therefore, be expected to make a score above 7.2 on Exercise Alpha or Exercise Beta.

SCORING EXERCISES ALPHA AND BETA

The sentences of Exercises Alpha and Beta are judged and scored in exactly the same manner as in the Language Scales previously described in this booklet. For convenience the sentences of each exercise are listed below with references to the pages on which the detailed scoring scheme for each sentence may be found. The letters and numbers in parenthesis indicate the short scale and the number of the sentence in the short scale from which it was selected. Sentence 0 in each exercise is merely an example, is not to be checked as to correctness, and does not enter into the calculation of an individual's final measure.

EXERCISE ALPHA

On Page

1. See sentence	77(F1)	27
2. " "	2(C1)	16
3. " "	75(E2)	23
4. " "	8(B3)	13
5. " "	11(D3)	20
6. " "	12(C3)	16
7. " "	Alpha7	54
8. " "	13(X3)	43
9. " "	16(K1)	33
10. " "	22(B4)	13
11. " "	63(D5)	20
12. " "	24(C5)	16
13. " "	57(K2)	33
14. " "	25(E6)	24
15. " "	31(B6)	14
16. " "	27(D6)	21
17. " "	30(C6)	17
18. " "	26(X7)	44
19. " "	107(X28)	53
20. " "	34(E7)	24
21. " "	71(D7)	21
22. " "	70(L3)	36
23. " "	95(M3)	39
24. " "	43(X10)	45
25. " "	41(J4)	30
26. " "	32(L5)	37
27. " "	81(X19)	49
28. " "	47(X12)	46
29. " "	46(X11)	46
30. " "	49(X13)	47
31. " "	93(J5)	31
32. " "	92(L6)	37
33. " "	91(M6)	40
34. " "	53(C9)	18
35. " "	96(F9)	29
36. " "	83(E10)	26
37. " "	87(J6)	31
38. " "	84(D10)	22
39. " "	97(L8)	38
40. " "	89(J7)	32

EXERCISE BETA

On Page

1. See sentence	73(E1)	23
2. " "	74(X17)	48
3. " "	76(D2)	20
4. " "	5(C2)	16
5. " "	3(X1)	43
6. " "	17(X5)	44
7. " "	9(X2)	43
8. " "	20(X6)	44
9. " "	29(J1)	30
10. " "	21(D4)	20
11. " "	58(E5)	23
12. " "	61(J2)	30
13. " "	102(X23)	51
14. " "	98(F5)	27
15. " "	105(X26)	52
16. " "	60(L1)	36
17. " "	67(M1)	39
18. " "	64(J3)	30
19. " "	28(K3)	33
20. " "	69(X15)	48
21. " "	72(X16)	48
22. " "	37(C7)	17
23. " "	94(X20)	49
24. " "	68(F7)	28
25. " "	36(E8)	25
26. " "	42(D8)	21
27. " "	62(X14)	47
28. " "	44(C8)	18
29. " "	45(M5)	40
30. " "	50(F8)	28
31. " "	82(K5)	34
32. " "	51(D9)	22
33. " "	Beta 33	54
34. " "	78(L7)	38
35. " "	55(M7)	41
36. " "	54(B10)	15
37. " "	90(K6)	34
38. " "	88(M8)	41
39. " "	56(C10)	19
40. " "	85(F10)	29

(The X in parenthesis indicates that the sentence concerned is not included in any of the scales but appears only in the "Other Sentence" series.)

6. DIFFICULTY OF EACH SENTENCE

Detailed distributions of scores on each sentence were furnished in the previous edition of "Completion-Test Language Scales," in order that other investigators might make use of the methods and results in any way that seemed desirable. Since the chief purpose of this reprint is to furnish a "Key" to the Language Scales, only the final estimated difficulty of each sentence will be furnished here.

The unit of difficulty is the P. E., or median deviation from the median of a school grade, assuming that within each school grade the abilities of children in completing these sentences are distributed around the median for the grade in accordance with the "normal surface of frequency."

The arbitrary zero point selected for the scales is a point 1 P. E. below the difficulty of the sentence "We are going school." Giving this sentence a value of 1.00, each other sentence is given its proper value in relation to this degree of difficulty. The difference between a sentence of value 2.00 and a sentence of value 3.00 is equal to the difference between a sentence of value 10.00 and a sentence of value 11.00; is half as great as the difference between a sentence of value 4.00 and a sentence of value 6.00; and is one tenth as great as the difference between a sentence of value 1.00 and a sentence of value 11.00.

The differences between consecutive sentences in Scales B, C, D, E and F are in each case as near 1 P. E. as it was possible to get with the sentences which had been evaluated. In Scales J and K the differences are about one and a half units between consecutive sentences, and in Scales L and M the differences are about one half of a unit in each case, except that the last sentence in each of these two scales is about one unit more difficult than the next-to-the-last.

In the list of values which follow, the number of each sentence in the author's original report is given along with the number in this brief "Key." Those sentences which in the original study were numbered from 1 to 56 are most definitely evaluated, since their values are based upon the records of several thousand pupils. Sentences which in the previous report were numbered from 57 to 72 are well evaluated, while those numbered higher than 72 are only fairly well measured, as only about 500 pupils were used to secure these last values.

SENTENCES INCLUDED IN LANGUAGE SCALE B

Sentence Scale B	Number in 1st Report	Difficulty Value
1	1	.96
2	6	1.98
3	8	2.94
4	22	4.26
5	23	5.40
6	31	6.50
7	35	7.42
8	38	8.42
9	48	9.50
10	54	10.76

SENTENCES INCLUDED IN LANGUAGE SCALE C

Sentence Scale C	Number in 1st Report	Difficulty Value
1	2	1.38
2	5	2.52
3	12	3.58
4	19	4.47
5	24	5.69
6	30	6.95
7	37	7.85
8	44	8.95
9	53	10.05
10	56	11.17

SENTENCES INCLUDED IN LANGUAGE SCALE D

Sentence Scale D	Number in 1st Report	Difficulty Value
1	4	1.00
2	76	1.97
3	11	3.31
4	21	4.40
5	63	5.54
6	27	6.67
7	71	7.64
8	42	8.86
9	51	9.78
10	84	10.85

SENTENCES INCLUDED IN LANGUAGE SCALE E

Sentence Scale E	Number in 1st Report	Difficulty Value
1	73	1.18
2	75	1.63
3	7	3.34
4	18	4.42
5	58	5.55
6	25	6.32
7	34	7.31
8	36	8.32
9	52	9.29
10	83	10.55

Key for Completion-Test Language Scales

SENTENCES INCLUDED IN LANGUAGE SCALE F

Sentence Scale F	Number in 1st Report	Difficulty Value
1	77	1.09
2	5b	(2.40)?
3	10	3.41
4	14	4.88
5	98	6.16
6	99	7.27
7	68	8.28
8	50	9.28
9	96	10.48
10	85	11.58

SENTENCES INCLUDED IN LANGUAGE SCALE J

Sentence Scale J	Number in 1st Report	Difficulty Value
1	29	4.12
2	61	5.85
3	64	7.02
4	41	8.37
5	93	9.53
6	87	10.75
7	89	12.31

SENTENCES INCLUDED IN LANGUAGE SCALE K

Sentence Scale K	Number in 1st Report	Difficulty Value
1	16	4.15
2	57	5.98
3	28	7.04
4	33	8.38
5	82	9.56
6	90	10.79
7	86	12.65

SENTENCES INCLUDED IN LANGUAGE SCALE L

Sentence Scale L	Number in 1st Report	Difficulty Value
1	60	6.83
2	66	7.40
3	70	7.91
4	65	8.38
5	32	8.91
6	92	9.71
7	78	10.14
8	97	11.11

SENTENCES INCLUDED IN LANGUAGE SCALE M

Sentence Scale M	Number in 1st Report	Difficulty Value
1	67	6.93
2	59	7.46
3	95	7.94
4	79	8.48
5	45	9.04
6	91	9.88
7	55	10.19
8	88	11.14

OTHER SENTENCES EVALUATED BUT NOT INCLUDED IN ANY LANGUAGE SCALE

Sentence Key	Number in 1st Report	Difficulty Value
1	3	3.33
2	9	3.76
3	13	4.03
4	15	4.81
5	17	3.66
6	20	4.09
7	26	7.00
8	39	8.58
9	40	8.46
10	43	8.29
11	46	9.04
12	47	9.03
13	49	9.20
14	62	8.92
15	69	7.16
16	72	7.55
17	74	1.28
18	80	8.59
19	81	8.92
20	94	8.15
21	100	7.58
22	101	6.82
23	102	6.15
24	103	8.60
25	104	8.62
26	105	6.71
27	106	6.76
28	107	6.96
29	108	9.08

JAN 3 - 1920

LIBRARY OF CONGRESS



0 019 840 740 9 ●